

**Gooding School District #231**  
**Evaluation of Certificated Personnel**  
**Approved by Board action August 27, 2010**

The District has a firm commitment to evaluating District personnel through a formal performance evaluation process to ensure effective and appropriate work assignments. The procedures outlined in this document apply to certificated personnel and constitute the basis for personnel decisions including promotions, reassignments, continuing contract status, or contract non-renewal or termination.

Evaluation of an employee shall be conducted by the employee's immediate supervisor. In the event an employee performs work under the supervision of more than one supervisor, one supervisor shall be designated as the evaluator. The supervisor must be employed under an administrative or supervisory contract.

On or before September 15 of each year, or in the case of a new employee within 30 days of the first work day, each employee shall be notified of the name and position of the evaluating supervisor.

**Category 1 Certificated Employees**—Those certificated personnel hired on a limited one-year contract as provided in I.C. § 33-514A shall not be subject to the evaluation process.

**Category 2 Certificated Employees**—a “category 2” certificated employee as defined in I.C. §33-514, shall be evaluated at least two (2) times during the contract year, with the first evaluation to be completed before January 1 of each year.

**Category 3 Certificated Employees**—A “category 3” certificated employee as defined in I.C. §33-514, shall be evaluated at least two (2) times during the contract year, with the first evaluation to be completed before January 1 of each year or prior to the beginning of the second trimester of the school year, whichever is earlier.

**Renewable Contract**—Renewable contract employees as defined in I.C. § 33-515, shall be evaluated at least once annually or complete a professional growth plan.

Employees shall be evaluated on individual work performance after fair and reasonable observations of the employee. All monitoring or observation of the work performance of an employee shall be conducted openly and with full knowledge of the employee. No misleading, inaccurate, or undocumented information may become part of an employee's performance evaluation.

**Schedule of Observations**

A minimum of two (2) formal observations shall be conducted to support each performance evaluation. A formal observation shall last a minimum of thirty (30) minutes. There shall be at least two (2) weeks between formal observations. If after the second formal observation an employee's performance is found deficient to the extent that adverse personnel action may result, additional observations may be conducted.

An Employee may request a formal observation in addition to those required by this procedure at any time.

### **Deficiencies Identified Through Formal Observation**

Observations resulting in identification of serious performance deficiencies shall be followed by a conference between the evaluator and the employee to address questions arising from the observation within seven (7) work days. All of the evaluator's observations shall be documented in writing.

The evaluator shall submit a written plan for correcting identified deficiencies, which shall include the means by which the district shall provide assistance to the employee in correcting the deficiencies. The plan shall include a reasonable time between observations to allow time for improvement in the areas of performance deficiency.

### **Other Deficiencies**

Other deficiencies regarding the employee's failure to adhere to reasonable work rules or other documented deficiencies not noted during the formal observations must be put in writing and provided to the employee within three (3) work days after the deficient performance occurs, but not later than the date of the employee's receipt of the evaluation report. The evaluator must include said deficiencies in any plan for correction of deficiencies and shall include a reasonable time period for correction.

### **Completion of Evaluation Process**

On or before January 1st, a copy of the formal written evaluation report shall be provided to the employee. A conference shall be held between the employee and the evaluator within ten (10) days of receipt of the written report.

For those employees receiving a second formal evaluation, a copy of the second formal written evaluation shall be provided to the employee by March 1st. A conference shall be held between the employee and the evaluator within seven (7) days of receipt of the second written report.

The performance evaluation of an employee shall be based upon observations of the employee's performance. The evaluation report shall be signed by the employee and the evaluator. The employee's signature should not be construed as evidence that the employee agrees with the contents of the evaluation report. The final evaluation report shall be completed by April 15th, signed by both parties, and sent to the superintendent.

### **Response to Evaluation**

The employee shall have the right to make a written response to the evaluation which shall be attached to the evaluation report and placed in the employee's personnel file. A copy signed by both parties shall be retained by the employee.

Should any action be taken as a result of an evaluation to renew or to not renew an individual's contract or an individual's contract at a reduced rate, the District will comply with the requirements and procedures established by State law.

### **Continuing Contract Teachers Alternative to Evaluation**

Teachers with renewable contract status may choose to write goals and a plan for professional growth rather than having their supervisor conduct a traditional evaluation using the district model. The employee must write the plan using the adopted form (Appendix A).

### **Professional Development and Training**

The primary responsibility for monitoring the accurate implementation of the District's evaluation plan and for providing on-going training to employees (both instructional and administrative) lies with the superintendent or his/her designee. Administrators will receive training on the district's evaluation tool, standards, and process annually during the regularly scheduled administrative team meetings. The superintendent and/or designee(s) will collect data from the district's teacher evaluations. This data may be analyzed to help determine areas of need in which targeted professional development for teachers and administrators will be offered.—Ongoing training and professional development for administrators and certificated employees may be funded through the use of Title II or other funds specifically set aside for that purpose. The district will also take advantage of state sponsored trainings on teacher evaluations.

### **Annual Review**

The evaluation tool and policy was written by the Teacher Evaluation Committee, composed of teachers, administrators, and GEA representation, approved by the superintendent and administrative team, and approved by the Board of Trustees. A committee of stakeholders can meet as needed to review the system used for evaluation. Recommendations from the committee for modifications will be submitted to the superintendent and/or Board for approval.

Gooding School District #231

Teacher:

School:

Teacher Evaluation Summary

Evaluator:

Date:

(Kept in Permanent District Personnel File)

Period/Time of Day:

Key: U = Unsatisfactory B = Basic P = Proficient D = Distinguished

**Domain I – Planning & Preparation**

- |  |     |     |     |     |
|--|-----|-----|-----|-----|
| a. Demonstrating Knowledge of Content & Pedagogy | __U | __B | __P | __D |
| b. Demonstrating Knowledge of Students           | __U | __B | __P | __D |
| c. Setting Instructional Goals                   | __U | __B | __P | __D |
| d. Demonstrating Knowledge of Resources          | __U | __B | __P | __D |
| e. Designing Coherent Instruction                | __U | __B | __P | __D |
| f. Assessing Student Learning                    | __U | __B | __P | __D |

Comments:

**Domain II – The Learning Environment**

- |   |     |     |     |     |
|---|-----|-----|-----|-----|
| a. Creating an Environment of Respect & Rapport | __U | __B | __P | __D |
| b. Establishing High Expectations for Learning  | __U | __B | __P | __D |
| c. Managing Classroom Procedures                | __U | __B | __P | __D |
| d. Managing Student Behavior                    | __U | __B | __P | __D |
| e. Organizing & Utilizing Space & Resources     | __U | __B | __P | __D |

Comments:

**Domain III - Instruction and Use of Assessment**

- |   |     |     |     |     |
|---|-----|-----|-----|-----|
| a. Communicating clearly & accurately         | __U | __B | __P | __D |
| b. Using Questioning & Discussion Techniques  | __U | __B | __P | __D |
| c. Engaging Students in Learning              | __U | __B | __P | __D |
| d. Providing Feedback to Students             | __U | __B | __P | __D |
| e. Demonstrating Flexibility & Responsiveness | __U | __B | __P | __D |
| f. Use of Assessment to Inform Instruction    | __U | __B | __P | __D |

Comments:

**Domain IV - Professional Responsibilities**

- |   |     |     |     |     |
|---|-----|-----|-----|-----|
| a. Reflecting on teaching accurately for future use | __U | __B | __P | __D |
| b. Maintaining Accurate Records                     | __U | __B | __P | __D |
| c. Communicating with Families                      | __U | __B | __P | __D |
| d. Participating in a Professional Community        | __U | __B | __P | __D |
| e. Growing and Developing Professionally            | __U | __B | __P | __D |
| f. Showing Professionalism                          | __U | __B | __P | __D |

Comments:

Signing of this form does not indicate agreement or disagreement with the information included in the Teacher Evaluation Summary Report. A signature does indicate that both parties have read and discussed this evaluation. The employee may file a rebuttal statement to this evaluation.

\_\_\_\_\_  
**Teacher's Signature**

\_\_\_\_\_  
**Evaluator's Signature**

**Date** \_\_\_\_\_

**Date** \_\_\_\_\_

\*I wish to have the observation rubrics attached to the summary evaluation. \_\_\_\_\_(initials)

The following section to be completed at least once annually for each certificated employee:

**Evaluator's Recommendations:**

\_\_\_\_\_Continued Employment

\_\_\_\_\_Probation Plan (attached)

\_\_\_\_\_Improvement Plan (attached)

\_\_\_\_\_Non-renewal/Non-employment

\_\_\_\_\_  
**Teacher's Signature**

\_\_\_\_\_  
**Evaluator's Signature**

**Date** \_\_\_\_\_

**Date** \_\_\_\_\_

Gooding School District

Teacher:

School:

Teacher Evaluation Plan

Period/Time of Day:

Date:

Evaluator:

**Domain 1: Planning and Preparation**

**Component 1a: Demonstrating Knowledge of content and Pedagogy**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Knowledge of content and the structure of the discipline</b>	In planning and practice, teacher makes content errors or does not correct student errors.	Teacher is familiar with the important concepts in the discipline but shows lack of awareness of how the concepts relate to one another.	Teacher demonstrates solid knowledge of the important concepts in the discipline and how they relate to one another.	Teacher displays extensive knowledge of the discipline's concepts and how these relate both to one another and makes connections to other disciplines.
<b>Knowledge of the prerequisite relationships</b>	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate and understanding of the prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships and standards when describing instruction or seeking causes for student misunderstanding.
<b>Knowledge of Content-Related Pedagogy</b>	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

<b>Learning Activities</b>	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Even, and progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, production a unified whole and reflecting recent professional research.
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<p><b>Comments:</b></p>
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Gooding School District

Teacher:

School:

Teacher Evaluation Plan

Period/Time of Day:  
Evaluator:

Date:

**Domain 1: Planning and Preparation**

**Component 1b: Demonstrating Knowledge of Students**

**Level of Performance**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Knowledge of child and adolescent development</b>	Teacher displays little or no knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
<b>Knowledge of students' varied approaches to learning</b>	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
<b>Knowledge of students' skills, knowledge, interests, and cultural heritage.</b>	Teacher displays little knowledge of students' skills, knowledge, interests and cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, interests and cultural heritage but displays knowledge for the class only as a whole.	Teacher displays knowledge of students' skills, knowledge, interests and cultural heritage and displays this for groups of students.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.



**Comments:**

Gooding School District

Teacher:

School:

Teacher Evaluation Plan

Period/Time of Day:

Date:

Evaluator:

**Domain 1: Planning and Preparation**

**Component 1c: Setting Instructional Goals**

**Level of Performance**

Element	Unsatisfactory	Basic	Proficient	Distinguished
Value	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations for learning and rigor. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Outcomes are either Not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All outcomes are clear, written in a form of student learning, and permit assessment.
<b>Balance</b>	Outcomes reflect only one type of learning and one discipline strand.	Outcomes reflect several types of learning but no effort at coordination or integration.	Outcomes reflect several different types of learning and opportunities for integration.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
<b>Suitability for diverse learners</b>	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of certain	Outcomes are based on a comprehensive assessment of student learning and take into consideration the varying needs of individual students or

			individual students may not be accommodated.	groups.
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<b>Comments:</b>
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Gooding School District

Teacher:

School:

Teacher Evaluation Plan

Period/Time of Day:

Date:

Evaluator:

**Domain 1: Planning and Preparation**

**Component 1d: Demonstrating Knowledge of Resources**

**Level of Performance**

Element	Unsatisfactory	Basic	Proficient	Distinguished
Resources for teaching and for students	Teacher is unaware of resources available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher is fully aware of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the internet.

**Comments:**

Gooding School District

Teacher:

School:

Teacher Evaluation Plan

Period/Time of Day:

Date:

Evaluator:

**Domain 1: Planning and Preparation**

**Component 1e: Designing Coherent Instruction**

**Level of Performance**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Learning Activities</b>	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active learning.	Only some of the learning activities are suitable. Some represent a moderate cognitive challenge but with no differentiation.	All of the learning activities are suitable to students or to instructional outcomes, and most represent significant cognitive challenge with some differentiation.	Learning activities are highly suitable for diverse learners and support the instructional outcomes. They are designed to engage students in high-level cognitive activity and are appropriately differentiated.
<b>Instructional Groups</b>	Instructional groups do not support the outcomes or offer variety.	Groups partially support the outcomes with an effort at providing some variety.	Groups are varied and appropriate to the students and outcomes.	Groups are varied and appropriate to students and outcomes. There is evidence of student choice.
<b>Lesson and unit structure</b>	The lesson or unit has no defined structure or the structure is chaotic.	The lesson or unit has a recognizable structure although it is not uniformly maintained.	The lesson or unit has a clearly defined structure around which activities are organized.	The lesson or unit's structure is clear and allows for different pathways according to diverse student needs. The progress of activities is highly coherent.

**Comments:**

Gooding School District

Teacher:

School:

Teacher Evaluation Plan

Period/Time of Day:

Date:

Evaluator:

**Domain 1: Planning and Preparation**

**Component 1f: Assessing Student Learning**

**Level of Performance**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Congruence with instructional outcomes</b>	Assessment procedures are not congruent with instructional outcomes.	Some of the outcomes are assessed through the approach but many are not.	All the instructional outcomes are assessed through the approach to assessment; methods of assessment may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the outcomes in both the content and the process. The methods have been adapted for individual students as needed.
<b>Criteria and Standards</b>	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed but are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear and have been communicated to students; there is evidence that students have contributed to their development.
<b>Use for planning</b>	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan for future instruction for individual students.

**Comments:**



**Domain 2: The Classroom Environment****Component 2a: Creating an Environment of Respect and Rapport****Level of Performance**

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Teacher Interaction with Students</b>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of students. Students exhibit high level of disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms with respect between teacher and student.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for the teacher as an individual.
<b>Student Interaction</b>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students exhibit very few interactions characterized by conflict, sarcasm, or put-downs.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.
<b>Comments:</b>				

**Domain 2: The Classroom Environment****Component 2b: Establishing High Expectations for Learning****Level of Performance**

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Importance of the Content</b>	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated.	Teacher communicates importance of the work but with only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content area, demonstrating a consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
<b>Expectations for Learning and Achievement</b>	Instructional goals and activities, interactions, and the classroom environment convey low expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain high expectations through planning of learning activities, interactions, and the whole class environment.
<b>Comments:</b>				

**Domain 2: The Classroom Environment****Component 2c: Managing Classroom Procedures****Level of Performance**

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Management of Cooperative Learning</b>	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
<b>Management of Materials and Supplies</b>	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly with minimal loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
<b>Performance of Non-Instructional Duties</b>	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
<b>Comments:</b>				

**Domain 2: The Classroom Environment****Component 2d: Managing Student Behavior****Level of Performance**

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Monitoring of Student Behavior</b>	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventative. (2) Students monitor their own and their peers' behavior, correcting one another respectfully.
<b>Response to Student Misbehavior</b>	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior with uneven results or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
<b>Comments:</b>				

**Domain 2: The Classroom Environment**

**Component 2e: Organizing Physical Space**

**Level of Performance**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Organizing Physical Space</b>	The classroom is unsafe, or the furniture arrangement is not suited to maintain a proper learning environment.	Classroom has areas that are inaccessible to some. Learning environment is compromised.	Classroom is safe and accessible to all students.	Classroom is save and easily accessible; enhancing the learning environment.

<p><b>Comments:</b></p>
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**Domain 3: Instruction****Component 3a: Communicating Clearly and Effectively****Level of Performance**

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Directions and Procedures</b>	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
<b>Oral and Written Language</b>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible and written language is legible. Both are used correctly. Vocabulary is correct but limited or is inappropriate for students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.
<b>Comments:</b>				

**Domain 3: Instruction****Component 3b: Using Questioning and Discussion Techniques****Level of Performance**

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Quality of Questions</b>	Teacher directions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are high quality and give adequate time for student response. Students formulate many questions of their own.
<b>Discussion Techniques and Student Participation</b>	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers. Only a few students participate in the discussion.	Teacher makes some attempt to engage students in a true discussion, often with uneven results.	Classroom interaction represents true discussion, with teacher leading at times and stepping to the side when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics, making contributions, and ensuring that all voices are heard.

**Comments:**

**Domain 3: Instruction**

**Component 3c: Engaging Students in Learning**

**Level of Performance**

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Knowledge and Representation of Content</b>	Teacher's knowledge and representation of content is inappropriate and unclear or uses poor examples and analogies.	Teacher's knowledge and representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Teacher's knowledge and representation of content is appropriate and links well with students' knowledge and experience.	Teacher's knowledge and representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of the content.
<b>Activities and Assignments</b>	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not mentally engaged.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged.	All students are cognitively engaged in the activities and assignments in their exploration of the content. Students initiate or adapt activities and projects to enhance understanding.
<b>Grouping of Students</b>	Instructional groups are inappropriate to the students or to the instructional goals and offer no variety.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson and offer minimal variety.	Instructional groups are varied, productive, and fully appropriate to the students or to the instructional goals of the lesson.	Instructional groups are varied, productive, and fully appropriate to instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
<b>Instructional Materials and Resources</b>	Instructional materials and resources do not support the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. There is



		engagement is moderate.		evidence of student choice, adaptation, or creation of materials to enhance their own purposes.
<b>Lesson and Unit Structure</b>	The lesson or unit has no clearly defined structure. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although it is not uniformly maintained throughout.	The lesson has a clearly defined structure around which the activities are organized.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.
<b>Comments:</b>				

**Domain 3: Instruction****Component 3d: Providing Feedback to Students****Level of Performance**

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Quality: Accurate, Substantive, Constructive, and Specific</b>	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality. Some elements of high quality are present; others are not.	Feedback is consistently of high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
<b>Timeliness</b>	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of their feedback in their learning.

**Comments:**

**Domain 3: Instruction**

**Component 3e: Demonstrating Flexibility and Responsiveness**

**Level of Performance**

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Responses to Students</b>	Teacher ignores or brushes asides students' questions or interests	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of the lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
<b>Persistence</b>	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional responses from the school.

**Comments:**

**Domain 3: Instruction**

**Component 3f: Use of Assessment to Inform Instruction**

**Level of Performance**

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Clear and Appropriate Learning Objectives</b>	The teacher does not have clear learning objectives nor are they aligned with the district curriculum and Idaho Achievement Standards. Students cannot articulate why they received their grades or self-assess. Does not use formative assessment.	Teacher uses objectives but relies heavily on textbook or prepackaged materials. Recognizes need relate objectives to curriculum and Idaho Achievement Standards. Some use of formative assessment.	Clearly articulates objectives and how they relate to curriculum and Idaho Achievement Standards. Regular use of formative assessment.	Designs and articulates objectives to curriculum and Idaho Achievement Standards. Uses formative assessment with students to increase student achievement.
<b>Matching Methods to Objectives</b>	Only uses assessments that come with instructional materials.	Tends to use the same type of assessment method. Some analysis/redesign of prepackaged assessments.	Uses several types of assessments. Can articulate when to use each assessment method. Often involves students in assessment design.	Uses all types of assessment methods and matches method to purpose, objective, and instruction. Regular student involvement in assessment design and implementation.
Comments:				

Gooding School District

Teacher:

School:

Teacher Evaluation Plan

Period/Time of Day:

Date:

Evaluator:

**Domain 4: Professional Responsibilities**

**Level of Performance**

Components/Elements	Unsatisfactory	Basic	Proficient	Distinguished
<b>Component 4a: Reflecting on teaching</b> <b>Elements:</b> <ul style="list-style-type: none"><li>• <b>Accuracy</b></li><li>• <b>Use in future teaching</b></li></ul>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes and has no suggestions for lesson improvement.	Teacher has generally accurate impression of lesson's effectiveness and the relationship to instructional outcomes with suggestions for lesson improvement.	Teacher makes accurate assessment of lesson's effectiveness in relation to instructional outcomes and can cite references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness in relation to its instructional outcomes, citing many specific examples from the lesson. Teacher offers specific alternative actions with probable success of different courses of action.
<b>Component 4b: Maintaining Accurate records</b> <b>Elements:</b> <ul style="list-style-type: none"><li>• Student completion of assignments</li><li>• Student progress in learning</li><li>• Non instructional record</li></ul>	Teacher's system for maintaining student information regarding assignments, progress in learning and non-instructional activities is in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments, progress in learning and non-instructional activities is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments, progress in learning and non-instructional activities is fully effective.	Teacher's system for maintaining information on student completion of assignments, progress in learning and non-instructional activities is fully effective and students participate in maintaining the records.

<b>Component 4c: Communicating with Families</b> <b>Elements:</b> <ul style="list-style-type: none"> <li>• Information about the instructional program</li> <li>• Information about individual students</li> <li>• Engagement of families in the instructional program</li> </ul>	Teacher provides little or no information about the instructional program and the individual student with no sensitivity to family culture.	Teacher participates in the school's activities for family communication and makes modes and partially successful attempts to engage families in the instructional program.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms with frequent success.	Teacher provides frequent information to families about the instructional program and student progress with professional and cultural sensitivity and student involvement.
<b>Component 4 d: Participating in a Professional Community</b> <b>Elements:</b> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Involvement in a culture of professional inquiry</li> <li>• Service to the school</li> <li>• Participation in school and district projects</li> </ul>	Teacher's relationship with colleagues is negative or self-serving. Teacher avoids involvement in a culture of inquiry and school events or projects.	Teacher's relationship with colleagues is cordial. Teacher becomes involved in the school's culture of inquiry and school events or projects when specifically asked.	Teacher's relationship with colleagues is characterized by mutual support and cooperation. Teacher actively participates in school's culture of inquiry and projects making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes a leadership role in promoting a culture of professional inquiry, supporting school and district projects making a substantial contribution.
<b>Component 4e/4f: Developing and Showing Professionalism</b> <b>Elements:</b> <ul style="list-style-type: none"> <li>• Enhancement of content and pedagogical skill</li> <li>• Receptivity to feedback from colleagues</li> </ul>	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher contributes on a limited though genuinely professional considerations.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher is highly proactive in serving students and challenges negative attitudes or practices to ensure all students are honored in the school based on the highest professional standards.



### Professional Growth Plan

Choose a domain from the Teacher Performance Standards Rubric:	
<input type="checkbox"/> Domain 1: Planning & Preparation	<input type="checkbox"/> Domain 2: Classroom Environment
<input type="checkbox"/> Domain 3: Instruction	<input type="checkbox"/> Domain 4: Professional Responsibility

Professional Development (Options/Examples): (How I will acquire the skills necessary for professional growth?)

Option(s) Selected:  <input type="checkbox"/> Action Research <input type="checkbox"/> Peer Observation <input type="checkbox"/> Learning Team <input type="checkbox"/> Advanced Degree Course Work <input type="checkbox"/> Peer Mentor	<input type="checkbox"/> National Boards Certification Process <input type="checkbox"/> Self-Directed Professional Growth <input type="checkbox"/> Lead Teacher for Student Intern <input type="checkbox"/> On-line Classes or Other Course Work <input type="checkbox"/> Other
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Domain: \_\_\_\_\_

Element: \_\_\_\_\_

Teacher Goal(s): *(Stated in terms of performance outcomes.)*

  
  
  

Domain Strategies: *(How will the teacher achieve the goal(s)?)*

  
  
  

Source of Data: *(Evidence/documentation that the strategy worked or did not work)*

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_